Overview

Organizational Profile

With four urban campuses and an enrollment of more than 10,000 full-time and 30,000 part-time students, the Saskatchewan Institute of Applied Science and Technology (SIAST) is the leading provider of technical education and skills training in Saskatchewan.

SIAST offers over 180 certificate, applied certificate, advanced certificate, diploma and post-diploma programs in the business, agriculture, science and health, nursing, technology, community services and industrial training sectors. In addition, SIAST delivers basic education and academic upgrading, credit and non-credit extension courses, apprenticeship training and off-campus university programming.

To meet the unique training needs of Saskatchewan's rural and northern residents, SIAST offers credit courses through print and video correspondence, the internet, the Saskatchewan Communications Network and in partnership with the Province's eight regional colleges.

SIAST is comprised of the Administrative Offices and four campuses:

- Kelsey Campus in Saskatoon
- Palliser Campus in Moose Jaw
- Wascana Campus in Regina
- Woodland Campus in Prince Albert and Meadow Lake

The Administrative Offices are located in Saskatoon and are responsible for planning, policy making, coordination, standardization and support within SIAST.

Mission Statement

"SIAST is an institution for adult career education, responsive and committed to quality and freedom within a healthy organizational structure."

Legislative Authority

SIAST is a corporation established by *The SIAST Act* (November 6, 1987) of the Legislative Assembly of the Province of Saskatchewan, Canada. SIAST is guided by a Board of Directors appointed by the Lieutenant Governor in Council.

SIAST's Estimated Economic Impact in 1998-1999

Economic impact on the City of Moose Jaw
$55.5 million

Economic impact on the City of Prince Albert
$40.3 million

Economic impact on the City of Regina
$50.8 million

Economic impact on the City of Saskatoon
$80.5 million

1999 Graduate Employment Statistics Report

The 1999 SIAST Graduate Employment Statistics Report provides information on the graduates of SIAST's certificate and diploma programs, including graduate employment status, evaluation of training and general demographic characteristics.

A total of 3,605 graduates from 197 programs were surveyed. 2,605 graduates responded to the survey for an overall response rate of 72%.

Major findings of the 1999 Graduate Employment Survey:

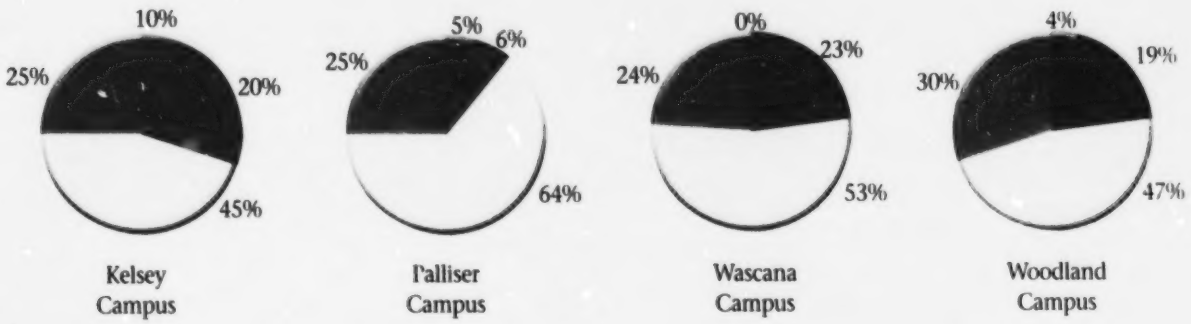
- 97% of respondents rated the overall program quality as good to excellent.
- 92% said that the training program had met their expectations.
- 91% of the labour force graduates responding (those working or looking for work) were employed. 71% were employed in a full-time occupation.
- The average salary for respondents in full-time training-related employment was $1,979 per month.
- 95% of employed respondents were working in Saskatchewan.

101-01982/

Overview (continued)

Enrollment: 1999-2000 Student FTE

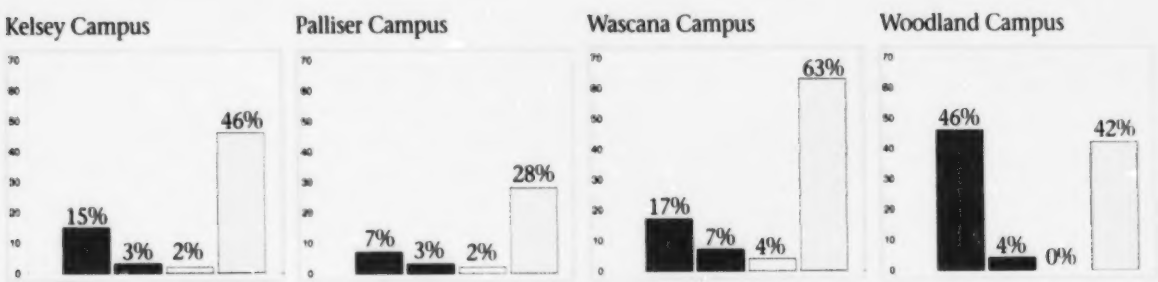
■ Apprenticeship ■ Basic Education □ Certificate/Diploma ■ Extension



Kelsey Campus | Palliser Campus | Wascana Campus | Woodland Campus

Education Equity Figures

■ Persons of Aboriginal Ancestry ■ Persons with Disabilities □ Persons of Visible Minorities □ Women Students



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Senior Management Council

Dr. Art Knight	President
Claude Naud	Vice-President, Programs
Rand Smale	Chief Financial Officer
Marie Alexander	Chief Human Resource Officer

Deans and Directors

Lance Moen	Dean of Associated Studies
Brian Kraus	Dean of Basic Education
Wolfgang Langenbacher	Dean of Business & Agriculture
Brian Mertz	Dean of Community Services
David Walls	Dean of Industrial Training
Diana Davidson Dick	Dean of Nursing
Judy Layne	Dean of Science & Health
Blaine Jensen	Dean of Students
Arnold Boldt	Dean of Technology
David Harvey	Director, International Education
Gerlinde Sarkar	Director, Planning, Research & Development
Barb Heise	Director, Skills Initiatives
Barb Bremner	Director, Virtual Campus

Campus Directors

Gerry Bonsal	Campus Director, Kelsey Campus
Pamela Acton	Campus Director, Palliser Campus
Noel Selinger	Campus Director, Wascana Campus
Larry Fladager	Campus Director, Woodland Campus

Letter of Transmittal

400 – 119 4th Avenue South
Saskatoon, Saskatchewan
S7K 5X2

November 30, 2000

The Honorable Glenn Hagel
Minister
Department of Post-Secondary Education and Skills Training
Province of Saskatchewan
Regina, Saskatchewan
S4S 0B3

Dear Sir:

On behalf of the Board of Directors of the Saskatchewan Institute of Applied Science and Technology (SIAST), and in accordance with the provisions of the *The SIAST Act*, I am pleased to submit the annual report and audited financial statements of SIAST for the fiscal year ended June 30, 2000.

Respectfully Submitted

Paul J. Dudgeon

Prof. Paul J. Dudgeon
Chair
SIAST Board of Directors

1999-2000 Operational and Financial Highlights

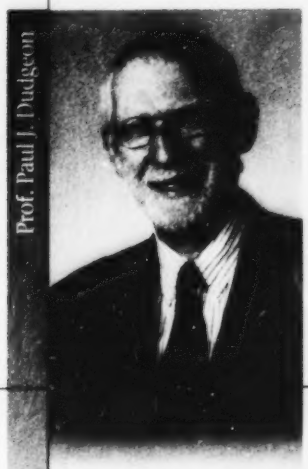
OPERATIONAL	2000	1999	1998	1997	1996
Number of Students Enrolled					
Certificate/Diploma (on-campus)					
Full Time	**4994**	4856	5056	5012	5185
Part Time	**511**	437	374	447	571
Apprenticeship	**2148**	2142	2178	1771	1861
Adult Basic Education					
Full Time	**2161**	2249	2364	2865	2864
Part Time	**229**	407	355	413	335
Extension					
Full Time Programs	**1894**	1923	2293	2251	1939
Part Time Programs	**838**	961	1096	947	1225
Course Registrations	**28146**	30030	32330	31085	30314
FutureSkills					
Full Time Programs	**366**	332	193	264	372
Part Time Programs	**81**	109	116	15	125
Course Registrations	**3541**	3678	2638	2292	3371
Full Time Equivalent Enrollment	**10322.1**	10292.8	10732.1	10891.0	10693.5
Number of Graduates					
Diploma	**868**	762	897	1012	1079
Certificates	**2607**	2781	2847	2776	2612
Total Graduates	**3475**	3543	3744	3788	3691
Number of Programs/Courses Offered					
Diploma/Post Diploma Certificate	**54***	55*	60	59	53
Certificate/Advan. Cert/App. Cert	**129***	126*	155	153	139
Apprenticeship	**27**	27	27	27	26
Transcripts	**9***	8*	8	8	7

* Programs now counted provincially rather than per campus

1999-2000 HIGHLIGHTS [continued]

FINANCIAL *(in thousands of dollars)*	2000	1999	1998	1997	1996
Revenues					
Grants	**$76,409**	$73,233	$68,483	$70,036	$76,187
Contractual Services	**$21,613**	$24,964	$25,801	$25,933	$25,147
Tuition and Fees	**$14,902**	$13,114	$11,820	$10,453	$9,378
Expenditures					
Salaries and Benefits	**$76,026**	$75,287	$71,407	$73,410	$77,295
Facilities Rental	**$14,958**	$15,214	$14,926	$14,854	$15,285
Materials and Supplies	**$9,800**	$9,777	$9,537	$9,189	$9,444
Services	**$7,847**	$8,354	$8,750	$7,376	$9,490
Excess of Revenue over Expenditure	**$3,194**	$1,473	$492	-$697	-$2,698
Total Assets	**$42,174**	$40,425	$35,869	$32,284	$31,762
Total Liabilities	**$26,213**	$27,658	$24,575	$21,482	$20,263
Net Assets	**$15,961**	$12,767	$11,294	$10,802	$11,499

Message from the Board Chair


Prof. Paul J. Dudgeon

Of the many accomplishments marking the academic year 1999-2000, undoubtedly the most important was the endorsement by the Minister of Post-Secondary Education and Skills Training of the SIAST Review Committee's report, *Building on Strength*. The report builds upon the organizational turnaround that has taken place at SIAST and the restructuring of our institution as a single organization with a broad, province-wide perspective. The Review Committee's recommendations focus on four overriding priorities: an appropriate and progressive mandate; a commitment to accessibility; responsiveness to the labour market; and organizational effectiveness. This new strategic direction will ensure the diverse population of Saskatchewan has access to quality education and training to meet the requirements of the Province's labour force.

In February 2000, ten new members were appointed to the SIAST Board for three year terms and four members were appointed for a second term. At the request of the Minister, I have agreed to remain in the position of Board Chair to provide continuity until a successor is appointed. I thank the Board members who retired during the year for their sound advice and continued commitment to SIAST.

Accountability has become a defining principle in the fulfillment of our mandate, the development of policies, the efficient use of our resources, and quality of and access to our programs and services. We are accountable to the people we serve, those we employ and to those who comprise our many partners and stakeholders in Saskatchewan communities.

In closing, I want to acknowledge the invaluable support received from our colleagues in Post-Secondary Education and Skills Training and our partners in business and industry. In the end, people are our greatest resources. Clearly, the progress we have made and the spirit of the teamwork in which we accomplished it, must be attributed to the efforts of students, faculty, staff and administrators. The success growing out of their commitment is cited in the activities and outcomes in this annual report.

Sincerely,

Paul J. Dudgeon

Prof. Paul J. Dudgeon
SIAST Board Chair

SIAST Board Of Directors

Paul J. Dudgeon, Chair
(appointed February 26, 1992)

Owen Sebastien, Vice-Chair
(appointed October 30, 1996)

Art Knight, President

Barbara Beavis
(appointed October 30, 1996)

Dennis Anderson
(appointed February 1, 2000)

Margaret Dagenais
(appointed February 1, 2000)

Mike Hintze
(appointed February 1, 2000)

Cheryl Bauer Hyde
(appointed February 1, 2000)

Christine Boyczuk
(appointed February 1, 2000)

R.D. (Bob) Guthrie
(appointed March 18, 1998)

Bill Hutchinson
(appointed October 30, 1996)

Trevor Klassen
(appointed February 1, 2000)

Keith Martell
(appointed February 1, 2000)

Rico Mirasty
(appointed February 1, 2000)

Morris Onyskevitch
(appointed February 1, 2000)

Laura Vilness
(appointed February 1, 2000)

Message From The President

Dr. Art Knight

SIAST entered the 21st century with a forward looking agenda reflecting the organization's role as the pre-eminent institution for technical education and skills training in Saskatchewan. The release earlier this year of the SIAST Review Committee's report, *Building on Strength*, provided a long term direction for SIAST as an organization which will not only serve as a provider of training but also as a linchpin for the many partners in the Province's training sector.

Operating within a new framework of a single, unified, provincial institution, our attention will focus on accessibility to learners; responsiveness to the labour market; technology enhanced learning; and the successful participation of First Nations and Metis people in SIAST activities. All of which, we are confident, will advance Saskatchewan's future economic growth and social development.

In preparing this message, I cannot help but reflect on those three simple but strong words–building on strength. Throughout the pages of this annual report, the strength of this organization is easily recognized—through our human and physical resources, programs and services and our students.

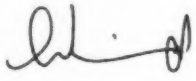
An analysis of our graduate employment opportunities also confirms SIAST's strengths. A survey of the class of 1999 disclosed that, of the 72 percent who responded to the survey, 91 percent of those actively seeking work had obtained jobs within six months of graduation; 83 percent were employed in areas directly related to their field of study; and 95 percent were working in Saskatchewan. What better testimony to the talents of our students and the excellence of our programs!

SIAST has enjoyed several noteworthy accomplishments during the past twelve months. The national accreditation of programs, the development of new partnerships and agreements, expansion of high demand programs and creation of new program areas and the development of an innovative marketing campaign have benefited SIAST students and provincial employers alike.

Our bright fiscal future will also help us to build on our inherent strengths! The base operating grant for the 2000-01 academic year will increase by $4.5 million. Another $2.2 million will be provided for capital projects which will allow us to implement our program plans, expand our virtual campus initiative and improve campus facilities. One of my most treasured campus experiences this year was to welcome the first group of students to the new Wascana facility. Full occupancy at the new location will occur in September 2000.

As the academic year draws to a close, I appreciate the opportunity to formally express my appreciation to the SIAST Board of Directors for its continuing support and wise counsel. I want to conclude with a personal message to the faculty and staff whose dedicated service accounts for SIAST's many significant achievements. Each day in the classrooms, labs, shops, offices and libraries—more than 1,400 of you perform the large and small tasks which make this the premier training institution in Saskatchewan. We must continue to do well—that which matters most—educating and training students in ways that prepare them for success in their chosen professions and personal lives.

Sincerely,



Dr. Art Knight
President

Strategic Initiatives 1999-2000

Institution of First Choice

Initiative(s)	1999-2000 Results
Post-secondary institution of first choice for technical, skill and community services training. • Quality program offerings • Institutional responsiveness • Enhanced accessibility	• The SIAST Committee of Review Report concluded that SIAST continues to fulfill its role as the province's leading agency for technical education and training(March 2000). • High calibre of graduates, along with their success in finding employment is indicative of responsive and relevant programming. • 1999 Graduate Employment Statistics Survey revealed 97% of responding graduates rated the overall quality of SIAST programs as good to excellent. • In the same survey, 91% of responding graduates indicated they had found employment six months after graduation.

Focus in the North

Initiative(s)	1999-2000 Results
Develop additional training opportunities in the North.	• SIAST actively participated in the development of appropriate training strategies in support of the Forestry Sector Initiative. • The Process Operator and Ecotourism Certificate programs were introduced in September to address northern training needs.

Partnerships

Initiative(s)	1999-2000 Results
Seek new training opportunities through the expansion and creation of new partnerships.	• SIAST renewed the Nursing Education Program of Saskatchewan (NEPS) agreement with the University of Saskatchewan. • SIAST was the first technical institute in western Canada to join the TRLabs Brass Sponsorship program. Participation in the program will help ensure SIAST's information and communications technology curricula meet present and future demands for Saskatchewan's workforce. • SIAST, in partnership with the Saskatchewan Apprenticeship and Trade Certification Commission, developed a new training protocol for 28 trades. • Cisco Systems and SIAST partnered to establish a Cisco Regional Networking Academy.

Virtual Campus

Initiative(s)	1999-2000 Results
Continue to expand the Virtual Campus technological infrastructure and electronic curriculum development capability.	The Virtual Campus achieved significant progress in developing its infrastructure and virtual instruction capability, enhancing its connection to learners throughout the province. • A new website provides easier access to the learner. • The acquisition of LearnLinc technologies offers synchronous delivery of on-line courses. • The selection of the WebCT asynchronous tool enhances SIAST instructional capability. • The piloting of the Emergency Medical Training – Advanced program in an on-line format provided new opportunities for distance learners.

Prior Learning Assessment and Recognition (PLAR)

Initiative(s)	1999-2000 Results
Refine and implement a PLAR process within SIAST.	• In January 2000 SIAST introduced one of the most progressive policies in Canada. An illustration of this is the residency clause which encourages the development of more work-based PLAR initiatives. • A 10-step PLAR assessment process was successfully implemented in September 1999. • 559 course applications were reviewed in 1999-2000. At June 30, 2000, 402 courses had been successfully recognized through PLAR.

Strategic Initiatives 1999-2000 (continued)

Regional Delivery System

Initiative(s)	1999-2000 Results
Work closely with the regional colleges and Canada Saskatchewan Career and Employment Services in providing a broader range of services to students, social assistance clients and employment insurance (EI) recipients.	• 24% of EI recipients receiving skills training benefits attended SIAST. • In collaboration with the regional colleges and Dumont Technical Institute, over 700 trainees received credit through Institutional Quick Response training.

New Programming

Initiative(s)	1999-2000 Results
In response to labour and industry needs, the following new programs are planned for implementation: • Chemical Dependency Post Diploma Certificate • Expansion of Computer Information System (CIS) • Expansion of the second year Computer System Technology Diploma • Ecotourism Certificate • On-line Emergency Medical Technician–Advanced Certificate • Meat Processing Certificate • Process Operator Certificate	• The introduction of the Chemical Dependency Post Diploma Certificate was abandoned in lieu of a more generic advanced credential. • The first year business program leading to CIS designation was offered to 14 students at Fort Qu'appelle. CIS training is scheduled to begin at Wascana Campus in September 2000 with a projected enrollment of 24 students. • 36 students were enrolled in the second year of the Computer System Technology Diploma program compared to an enrollment of 23 students the previous year. • The Ecotourism Certificate program was successfully launched in September 1999 with an enrollment of 21 students. • 11 students enrolled in the On-line Emergency Medical Technician–Advanced Certificate pilot program which began in December 1999. • The Meat Processing Certificate program was offered for the first time at Kelsey Campus in February 2000 to 12 candidates. • 27 students began the Process Operator program in September 1999 at Kelsey Campus.

Overview

Major Programming Activities

- On-campus core-funded Certificate and Diploma programs
- Off-campus Certificate and Diploma programs delivered at the Regional Colleges and funded under the Saskatchewan Skills Extension Program (SSEP)
- Apprenticeship programs delivered in co-operation with the Saskatchewan Apprenticeship and Trade Certification Commission
- Adult academic upgrading
- Extension activities
- University programs
- International activities

Delivery Modes of Certificate and Diploma Programs. SIAST programs were delivered through a variety of methods to meet diverse student needs.

- ***Competency-Based Education (CBE)***
  In Competency-Based Education programs at Woodland and Wascana campuses, students progress at their own pace assisted by printed learning guides, instructors and in many instances, computerized, self-administered testing. Competency-based programs operate continuously throughout the year.
- ***Co-operative Education***
  Co-operative Education programs provide paid work experience in combination with classroom study. Several Business and Technology programs at Palliser Campus are available on a co-operative basis.
- ***Traditional Teaching Method***
  Students learn through classroom lectures and laboratory experience, shop work or practicums. All programs at the Kelsey and Palliser campuses, and many at the Wascana Campus, employ this method of program delivery.
- ***Apprenticeship Training***
  Under a contract with the Saskatchewan Apprenticeship and Trade Certification Commission, SIAST now delivers training in 28 trades designated for apprenticeship. This represents an increase of one trade over the previous year. Apprenticeship combines work-based training with annual periods of in-school training. The work-based training, performed under the supervision of a qualified journeyperson, represents approximately 80 per cent of the annual training. The in-school portion of the training is delivered by instructors who have journeyperson status. At SIAST, most apprenticeship instructors have additional academic qualifications ranging from teaching

credentials to full university degrees (bachelor and master's level).

After completing both workplace and in-school training, an apprentice is eligible to write a provincial journeyperson examination. Many trades are inter-provincial "Red Seal" trades, which means a journey-person is eligible to work in all Canadian provinces and territories.

- ***Adult Academic Upgrading***
  SIAST continues to make a significant contribution in the area of adult upgrading. Excluding Extension activities, Basic Education (BE) represented approximately one-third of the student enrollment in all on-campus programs during 1998/99.
- ***University Programming***
  Recognizing the demand for university entrance level credit courses in Moose Jaw and Prince Albert, SIAST, through the use of staff and facilities, continued to support the extension of university programming to these cities.
- ***Extension Services***
  Extension services include a wide range of full-time and part-time, credit and non-credit educational opportunities.

Major program groups include:

- continuing education: part-time, career related programming available to the public on a fee-paying basis;
- *community education:* part-time programming available to the public to address local community issues, basic skills development or general interest;
- *sponsored training:* programs delivered on a contractual basis for clients of a sponsoring agency;
- *training for business and industry:* programming or services delivered on a contractual basis with business or industry clients;
- *outreach programming:* off-campus credit courses and programs originating from SIAST Certificate or Diploma programs and delivered collaboratively with other organizations; and
- *distance education:* learning opportunities for students remote from the source of information.

Access to Education and Training. SIAST will strive to be the post-secondary institution of first choice for technical, skills and community services training through quality program offerings, institutional responsiveness and enhanced accessibility.

Renewed Focus in the North and Rural Areas. SIAST will increase its focus in northern and rural areas, particularly with respect to program offerings, accessibility and affordability.

Implementation of a Human Resource Development Plan. SIAST will implement a Human Resource Development Plan using a career path model to inventory skills, succession and retirement plans for all employees.

Diversity of the Workforce. SIAST will work with the Department of Intergovernmental and Aboriginal Affairs, First Nation and Metis organizations to ensure employment opportunities are identified and communicated to Aboriginal persons. SIAST's goal will be to increase the level of First Nations and Metis representation in its workforce.

Participation and Success for First Nations and Metis People. Similarly, SIAST will strive to improve the level of First Nations and Metis representation within its student body through improved access, retention strategies and learner support systems.

Virtual Campus. SIAST will remain committed to the implementation of a virtual campus. Working closely with the Saskatchewan Technology Enhanced Learning Forum, SIAST will expand its technological infrastructure and electronic curriculum development capability for on-line and distance delivery.

Responsiveness to the Saskatchewan Labour Market. SIAST will respond to anticipated labour needs through the introduction of new programs and services that will build on existing partnerships and alliances with external stakeholders. SIAST will actively seek opportunities to enhance regular and on-line programming through new partnerships with other educational institutions.

Accountability. SIAST will work collaboratively with the Department of Post Secondary Education and Skills Training (PSEST) and other post-secondary partners in further developing and measuring accountability and key performance indicators that will serve as the foundation for assessing achievements within the post-secondary sector.

Associated Studies Division

Overview

The Associated Studies Division offers courses designed to provide students with the necessary skills and knowledge to successfully complete their technical training. Course offerings include anatomy and physiology, business education, chemistry, communications, computer applications, mathematics, nutrition, physics, psychology and sociology, social sciences, surveying and drafting, and visual media. Personnel from the division are located at Kelsey, Wascana and Palliser campuses. Their principal role is to instruct classes in support of core programs, extension and skills programs.

Priorities and New Initiatives

Standardization and Coring of Courses. Standardization and coring of courses to improve the consistency of offerings and instruction across SIAST and to facilitate internal and external portability of credits, began in 1999-2000 with an inventory of courses on three campuses to determine areas of duplication. Courses were consolidated in communications at Kelsey Campus and in mathematics at Palliser Campus. The Palliser Campus Communications Program worked with the Business and Agriculture Division to standardize the Office Education Program curriculum at Palliser, Woodland, and Wascana Campuses.

Coring of Associated Studies courses have and will be done in conjunction with other divisions' re-alignment schedules.

Program and Course Development. The division developed courses in marketing, mathematics, physics and communications at Kelsey Campus, and in anatomy and physiology at Wascana Campus with the assistance of program development funds. Mathematics, anatomy and physiology course development also involved the creation of courses suitable for delivery using The Learning Manager (TLM), an on-line delivery system. The Communication Arts Program at Kelsey Campus also worked with an instructional designer to produce a distance education curriculum for the Process Operator program.

Increased Access to Technology. Access to technology was improved with the change from typewriter-based keyboarding instruction to computer-based keyboarding instruction at Kelsey Campus, and through the conversion of Mathematics courses and test banks at Kelsey Campus and anatomy and physiology courses at Wascana from the Learning Support System (LSS). Progress was also made in providing sufficient computer resources for staff. The availability of computer resources for students in Associated Studies remains a concern, although plans for a new shared computer lab with Nursing may alleviate some of the pressure.

Reorganization. At Kelsey Campus, seven existing programs were reorganized into three programs, with a corresponding reduction in the number of support positions. At Palliser Campus, a transfer of instructors between Technology and Associated Studies allowed for a more efficient use of facilities and human resources.

Pre-Trade, Technology and Business Bridging Program. This initiative was explored and initial funding is planned in the 2000-2001 budget.

Overview

Basic Education programs provide adult learners with an opportunity to participate in further education, training leading to employment and the development of employability skills which lead to sustainable employment. Basic Education includes fundamental knowledge and skills of communication, basic mathematics, critical thinking, problem solving, teamwork, responsibility, initiative and independent learning. The Basic Education student population reflects a disproportionately high percentage of the population with special learning needs.

Priorities and New Initiatives

Training Opportunities Through Partnerships. In 1999-2000, the Basic Education Division pursued several partnerships in an effort to address community education and training needs and assist in linking Basic Education students with work skills, experiences and employment:

- Palliser Campus Basic Education partnered with Canada–Saskatchewan Career and Employment Services (CSCES) to assist students with the development of appropriate career plans, employability skills and job searches.
- Kelsey Campus, in partnership with the Saskatchewan Abilities Council, delivered a Basic Literacy To Employment program. This 20-week program assisted 12 adults with limited literacy skills to develop career plans, employability and job search skills. At program completion, eight students had found employment. Follow up at year-end confirmed all eight students were still working.
- Wascana Campus partnered with the Regina English As A Second Language (ESL) Consortium to deliver a Links to Employment-funded program that assisted ESL students in setting career goals, gaining Canadian work experience and securing employment. At the completion of the progtam, 10 of the 20 particpants had secured full-time employment.
- Woodland Campus, together with community based organizations, offered a Linking Employment Skills With Academic Skills Program. The focus of this program was to develop literacy, numeracy and employability skills enabling students to gain access to employment or pursue academic studies. Of the 25 students who completed this individualized program, 6 found employment, 2 enrolled in SIAST skill training programs, two pursued volunteer activity, and 15 enrolled in further upgrading programs consistent with their established career goals.

Wait List Management. SIAST Basic Education programs at all campuses were successful establishing partnerships with CSCES and SIAST Student Services to develop services for adults wishing to enter Basic Education programs.

Increased Access to Technology. Systematic updating of computer equipment was achieved this year through the development of a Basic Education divisional capital plan.

Program Review and Evaluation. An intended review of SIAST Basic Education programs was not carried out pending the outcome of several related reviews by Post-Secondary Education and Skills Training.

Achievements

- Two SIAST Basic Education Students, Helen Bilsky and Regina Delgado, were recognized with Learner Awards from the Saskatchewan Literacy Foundation at their awards ceremony at Government House on May 4, 2000.
- Rod Goertzen, a Basic Education Program Head at Kelsey Campus, was awarded the Professional Award from the Saskatchewan Literacy Foundation in recognition for his work with the local and provincial literacy communities.

Overview

The Business and Agriculture Division seeks to be the primary provider of business and agriculture training for Saskatchewan. Through innovative delivery, the division responds quickly to the needs of the business and agriculture sectors of the Province. The division also enables students to be lifelong learners by offering sound training that is transferable to other educational institutions and available through extension programming.

Priorities and New Initiatives

Repositioning of Accounting. Changes to the entrance requirements for the Certified Management Accounting designation resulted in the development of a memorandum of understanding (MOU) with the Certified General Accountants of Saskatchewan. The MOU will be developed further in future years.

Office Education Program. Office Education programs at Woodland, Wascana and Palliser Campuses were reviewed for better consistency of approach, similar training outcomes and continued program relevance. The review has subsequently resulted in a revitalized program and consistent curriculum for the Province.

Extension Services. Over the course of 1999-2000, extension training consultants in the Business and Agriculture Division concentrated on raising the profile of SIAST as the institution of choice for business and agriculture training. Several new extension initiatives were developed and delivered:

- Social Housing Management Applied Certificate
- Canadian Securities Institute Training for Bankers
- Saskatchewan Communications Network development for Human Resource Management Diploma
- Extension classes for Canadian Institute of Financial Planning

Achievements

Several innovative partnerships were developed in 1999-2000, including:

- partnership with the Certified General Accountants of Saskatchewan
- partnership with the Raj Manek Foundation of Saskatoon to provide mentoring for Small Business and Entrepreneurship students; and
- partnership with Saskatchewan's regional colleges to recognize computer training.

Overview

The Community Services Division provides education and training to government, community and business through program offerings in Leisure and Human Services, Applied Arts and Communications, Beauty Culture and Hospitality. Many of the division's program areas serve the needs of those disadvantaged by economic, geographic or cultural realities.

The division endeavors to develop a broad range of career training programs to meet the needs of Saskatchewan citizens and employers through the use of innovative and cost-effective delivery methods. The division's vision for the future includes education and training opportunities that are comprehensive, accessible and of high quality.

Priorities and New Initiatives

- Extension programming increased as a result of the division's continuing efforts to be responsive to the needs of employers.
- The Therapeutic Recreation Diploma program was offered on-campus on a full-time basis at Kelsey Campus for the first time this year, while the Teacher Assistant Certificate program was offered on a full-time basis at both Kelsey and Wascana Campuses.
- Four courses from the Youth Care Worker Program were offered on the Red Pheasant Reserve in partnership with the Eagle's Path Youth Inhalant Abuse Program.
- Working in cooperation with the Saskatchewan Teachers Federation, the division provided non-journeyperson teachers with cook training, enabling them to teach the Practical and Applied Arts curriculum in high schools.
- A special offering of the Early Childhood Education Certificate (ECE) program was made available through the Prince Albert Grand Council, producing 22 graduates.
- The National Headstart Youth Training Project, sponsored by the Metis National Council of Women in conjunction with Human Resources Development Canada, completed a special offering of the ECE program with seven graduates receiving their certificates.

Coring and Consolidation of Program Offerings. Five programs were reviewed in Applied Arts and Communications this year to determine areas of curriculum commonality. A single Early Childhood Education curriculum was also introduced.

Tourism Programming. The Ecotourism Certificate program was introduced in 1999-2000 with a start date of January 2000. The Tourism Diploma program was also approved for implementation in Fall 2000.

Ceramist and Weaver Programs. The Ceramist and Weaver programs underwent a planned review, resulting in the discontinuation of the Weaver program and the implementation of extensive revisions to the Ceramist program.

Chemical Dependency Post-Diploma Certificate. The Chemical Dependency Post-Diploma Certificate was to be explored during the 1999-2000 academic year. Initial research in this area indicates that post-diploma training would be desirable in this field. The implementation of the program was deferred.

Meat Processing Certificate Program. The program was successfully introduced this year at Kelsey Campus with nine graduates in the first class. The program was also offered through extension and as work-based training several times this year.

Overview

The Science and Health Division supports SIAST's mission by being the primary provider of high quality science and health training and education in Saskatchewan. National accreditation processes and active program advisory committees ensure program quality and relevance to public and private sector labour market needs. To address provincial training needs, the division's business plan emphasizes innovative delivery methodologies designed to enhance responsiveness and accessibility to educational opportunities, particularly in rural and northern areas. Partnerships with other educational institutions and industry and business are utilized to enrich program quality, reach new target audiences and provide unique and lifelong learning opportunities.

Priorities and New Initiatives

Restructuring. Restructuring progressed within the division toward the integration of extension and administrative support functions.

Staff Renewal. Return-to-industry strategies were developed and implemented to ensure faculty currency and competency relative to rapid changes within the science and health sectors. Training in on-line delivery methodologies is on-going.

Partnerships. SIAST's relationship with the National Research Council was enhanced in 1999-2000. New strategic alliances were also established with the Canadian Institute for Health Information and the Saskatchewan Health Records Association relative to the provision of new training. Linkages with the University of Regina are being pursued toward new program development.

Multi-Mode Delivery. An Emergency Medical Technician-Advanced on-line pilot program was introduced to increase the accessibility and flexibility of educational opportunities. Evaluation of the pilot program will be completed in 2000-2001.

Strategies to Ensure Student Success. Revision of program entrance requirements, provision of enhanced student supports and increased intakes were implemented to enhance student success in a number of division programs.

Increased Demand. In response to a strong demand, plans were developed to move Medical Diagnostics from a bi-annual to an annual student intake in 2000-2001 and to offer Home Care/Special Care Aide program at Woodland Campus on a core-funded basis in 2000-2001.

Achievements

Donations. Saskatoon District Health donated a Johnson & Johnson Ektachem 500 analyzer to the Medical Diagnostic program at Kelsey Campus. The experience with this technology will contribute to student versatility in the rapidly changing field of medical science.

National Recognition. The Medical Radiologic and Laboratory Technology Programs were acknowledged for their outstanding achievements by the Canadian Medical Association (CMA) Conjoint Accreditation Services. Both programs received full six-year accreditation status. The CMA noted the achievement of a six-year accreditation was particularly remarkable since both programs were only recently re-configured.

Overview

The Industrial Training Division provides vocational and technical training in a wide range of programs and courses through partnerships with industry, regional colleges, and other organizations. Apprenticeship training and pre-employment programs comprise the main core of the division's activities. Cost-recovery extension programs continue to complement the division's regular on-campus programs.

Priorities and New Initiatives

Carpentry at Meadow Lake. The Carpentry Pre-Employment program at the Meadow Lake Centre was discontinued this past academic year as a result of changing needs confirmed by the Meadow Lake Education Consortium.

Post-journeyperson Training and Development. A comprehensive package, which included the proposed course outline for the *Introduction to the Supervisor Training and Development Program*, and a needs analysis questionnaire was sent to approx imately 100 industry representatives. The results were useful in confirming the importance and priority of the proposed training.

Major Appliance Repair. The Major Appliance Repair program was discontinued in June 2000 due to labour market saturation.

Vocational Forestry. Existing program content for the Vocational Forestry program is currently being revised and new curricula created in 15 credit training areas including chain-saw operator, skidder operator, and logging camp supervisor. Development is scheduled for completion by September 2000, at which time application for Applied Certificate status will be pursued.

Sewing Machine Operator Program. Plans to pursue Applied Certificate status for the Sewing Machine Operator program have been put on hold until a clearer indication of labor market need can be confirmed. In the interim, two additional pilots, funded through Quick Skills, will be offered in the coming academic year.

Achievements

Donations. The Industrial Training Division received $381,730 in donations from various industry representatives in 1999-2000. In addition, the Agricultural Machinery Technician program located at Kelsey Campus benefited from an estimated $2.6 million in industry-loaned equipment.

Standardization of Curricula. The Machine Shop and Auto Body Technician programs began standardizing course offerings at each campus in an effort to move toward a single program model. Welding, Carpentry, Automotive Service Technician and Outdoor Power Equipment Technician will begin standardizing their offerings in the coming academic year.

Overview

The Nursing Division serves the community by providing excellence in nursing education program delivery while advancing its reputation for high standards, quality, relevance, responsiveness and accessibility. Graduates meet the needs of health care consumers and employers and are equipped with the competencies, skills and attitudes for lifelong learning.

Priorities and New Initiatives

Administrative Structure. The administrative structure of the Nursing Division was re-designed to create a Program Head Council and a distinct extension role in Continuing Nursing Education (CNE).

Reorganization of CPR/First Aid Provincial Model. Reorganization of CPR/First Aid to a provincial model was deferred to the 2001-2002 academic year.

Distance Delivery in the North and Rural Areas. The following course initiatives were undertaken in 1999-2000:

- *Introduction to Health Concepts*, was delivered by SCN for the first time.
- *Structure and Function of the Human Body*, was developed for distance print-based delivery beginning in January 2001.
- *Health Assessment*, a $25,000 grant was received to convert the course for on-line delivery.

Achievements

NEPS Graduates. On May 24, 2000, the first 120 graduates of the Nursing Education Program of Saskatchewan (NEPS) convocated at the University of Saskatchewan. In addition, three students completed requirements for the Diploma in Nursing. Fifty-seven of the 60 fast-track NEPS students writing the national RN exam exceeded the national average pass rate of 95%.

Aboriginal Students and NEPS. A total of 44 Aboriginal students were enrolled in NEPS with 17 in Regina and 27 in Saskatoon. 19 out of 44 Aboriginal students completed Year 1 of NEPS.

Nursing Re-Entry Program. The Nursing Re-entry Program received a five-year approval. External reviewers cited the program for its innovation, flexibility, responsiveness to student need, and access. In order to facilitate nurse recruitment, CNE developed a mental health learning guide for foreign-prepared nurses.

Basic Critical Care Nursing Program. The first 25 graduates to complete the program were honored at a recognition ceremony on October 21, 2000.

Extension Revenue. The Extension core nursing group increased revenue generation by 56% ($245,000).

Practical Nursing Program. The admission requirements were increased reflecting the academic preparedness and congruency with other programs across Canada. Revisions to the program were approved in June 2000 for implementation in the next year.

CPR/First Aid. In 1999-2000, CPR/First Aid at Kelsey Campus trained 1300 students. In collaboration with the Heart and Stroke Foundation, the Program Head, published an article on Intermediate Life Support in *The Canadian Nurse* journal in March 2000.

Overview

The increasing pace of technological change, the demand for a more highly skilled workforce in high-tech driven industries and human resource competitiveness define the environment to which the Technology Division responds. Nationally-accredited technologist and technician programs, responsive apprenticeship and pre-employment programs, a capital renewal plan and the involvement of program and trade advisory committees ensure quality programs and skilled graduates.

Priorities and New Initiatives

Capital Renewal Plan. A capital renewal to support the turnover of high-end computers over a three-year period and to renew aging and unsafe equipment was implemented.

Accreditation. Thirteen engineering technology programs underwent national accreditation through the Canadian Technology Accreditation Board (CTAB). Of seven responses to date, six programs received the maximum 5-year accreditation, and one received a 3-year accreditation.

Distance Delivery. The Electrical Apprenticeship Level I program was developed for delivery in 2000-2001 using LearnLinc technology.

Partnerships. Responding to articulation demands, the Integrated Resource Management program and the University of Regina's Department of Biology developed the Joint Program in Environmental Biology leading to a Bachelor of Science Degree.

A partnership with Cisco Systems, and a new linkage with the University of Saskatchewan's College of Engineering, has led to extension training offerings in the latest networking technologies through the Technology Division.

Program Changes. Rationalization of electronics programs saw the elimination of the Electronics Service Technician program at Woodland Campus and curriculum revision in the Electronics Service Technician program at Palliser Campus.

Process Operator Program. The Process Operator program was successfully implemented and delivered at Kelsey Campus in 1999-2000. With excellent support from industry, the program also managed to develop and implement Prior Learning Assessment and Recognition for the province's many process operators.

Commercial Pilot Program. In response to needs articulated by the aviation sector, the division undertook the development of the Commercial Pilot program. SIAST will provide ground school training for the diploma program, which will be offered in 2000-2001, while the Saskatchewan Aviation Council will assume responsibility for flight training.

Forest Ecosystems Technology Program. Responding to the Forestry Sector Partnership, the division began development of the Forest Ecosystems Technology program. Through a partnership initiative with Saskatchewan Environment and Resource Management, Northlands College, and Dumont Technical Institute, the program's first intake will occur in 2000-2001.

Overview

The Planning Research and Development Division (PR&D) provides service to all program divisions. PR&D has a mandate to provide SIAST with appropriate information and research support services to facilitate program planning, program review and evaluation, develop curriculum, and produce learning resources that integrate a variety of media. The division plays a lead role in the development of provincial training needs assessment, business planning, electronic curriculum, program renewal and PLAR processes.

Priorities and New Initiatives

Restructuring. In 1999-2000 the Program Planning and Development Department was re-structured into specialized units. The PR&D Division played a major role in more clearly defining the process for new program approval and program renewal and curriculum development. Professional development to prepare staff in the PR&D Division to move towards electronic curriculum development and production was a major thrust in 1999-2000. A number of staff in the division received professional development training in the area of electronic curriculum design and use of new software applications for the production of learning resources.

PLAR. The Prior Learning Assessment and Recognition (PLAR) Office focused primarily on training and development of staff this year. The PLAR facilitator held a number of campus and SIAST-wide workshops to promote the understanding of PLAR and to provide support to faculty developing PLAR assessment tools. In 1999-2000, 155 students requested PLAR. The number of courses that were challenged increased to 407, up from 239 in 1998-1999.

Industry partnerships to develop protocols and techniques aimed at certifying employees through PLAR were pursued with the Saskatchewan Labour Force Development Board (SLFDB), the Canadian Technology Human Resource Board (CTHRB), and with the Saskatchewan Process Industries Training Network (SPITN).

Research. The Institutional Research Office (IRO) produced 19 research reports in 1999-2000. Of particular mention is the annual Graduate Employment Statistics report. As a member of the High School Leaver Consortium, this office also conducted a survey of all grade 11 and 12 high school students to determine their intentions regarding further education.

Program Planning and Development. The Program Planning and Development Department expanded student exit surveys to include all credit programs. A new program review model was introduced and piloted in 1999-2000. In consultation with faculty, a SIAST Curriculum Model, based on learning outcomes, was developed and introduced. This model was implemented in 1999-2000 for all new program development and major program revisions.

Learning Resources Production. The Materials Publishing units at Wascana and Woodland Campuses developed a standard course manual template for printed learning resource materials. The template is in use at all four campuses.

Overview

The main focus of the Skills Initiatives Department is the effective administration of the JobStart/Future Skills program within SIAST. The JobStart/Future Skills program is a provincial government initiative that provides financial assistance to employers and training institutions to deliver recognized training that aids in the creation of new employment opportunities and meets the immediate needs of industry. The main components managed by the Skills Initiative Department are Work-based Training for the Unemployed, and Institutional Quick Response Training which included funding for Skills Training for Employment Assistance clients.

The Skills Initiatives Department works collaboratively with program divisions and Canada-Saskatchewan Career and Employment Services (CSCES) to identify programming appropriate for individuals receiving social assistance and employment insurance (EI).

Priorities and New Initiatives

Support to Employers. *Train the Trainer* manuals for work-based training continued to be provided to employers, with feedback sought for revisions. An *Employability Skills for Work-Based Training* manual was developed and piloted with employers.

Work-based Training. Programs were encouraged to develop appropriate support materials for work-based training. Plans were developed for implementation in the coming year to provide opportunities for programs delivering work-based training or considering the delivery of work-based training, to build upon "best practices" within SIAST.

Marketing. Strategies were developed and implemented to improve internal communication around JobStart/Future Skills and ensure links with the regional colleges and Post-Secondary Education and Skills Training (PSEST) were maintained. Plans to develop and implement a marketing strategy were postponed to 2000-01 due to other assigned priorities.

Enhanced Response through Institutional Quick Response Training. The Skills Initiatives Department planned and participated in eight Training Needs Assessment meetings held at the four SIAST campuses. While the primary objective of the meetings was to gather information on training needs, they also provided an opportunity to update participants on training, programming and services currently provided by SIAST.

Employment rates for Quick Skills participants showed improvement over this past year. Plans were developed to further increase this over the coming year.

Provision of enhanced access to SIAST skills training. Of all EI clients receiving Skill Training Benefits, only 24% were referred to SIAST. Plans have been developed with CSCES for the enhanced referral of EI clients to SIAST in the coming year.

SIAST served approximately 700 trainees in Institutional Quick Response Training, with additional trainees taking SIAST credit training through regional colleges and Dumont Technical Institute.

Administration. Standards and measures of effectiveness were developed for the department, with excellent achievements by staff in the department.

Overview

The mandate of the Virtual Campus is to increase accessibility of courses and programs to students by providing programming on demand, and creating a networked support of learning through the use of technology. For the purpose of developing the virtual campus capability, the ultimate goal is to move toward an electronic based type of programming. The 1999-2000 school year saw the appointment of a coordinator to plan, coordinate and advance the development and implementation of the SIAST Virtual Campus.

Priorities and New Initiatives

Website. A new SIAST website was built to reflect the new provincial structure and to provide a portal to SIAST's programs and services. The website was launched on June 29, 2000 with 100% of SIAST's on-campus certificate and diploma programs represented. Along with general information about SIAST, the website also includes information about SIAST's campuses, departments, admissions and services for students.

All SIAST distance education activities, including print correspondence, video correspondence, CD-ROM development, delivery and on-line delivery were catalogued and posted to the SIAST website.

LearnLinc Synchronous Delivery. SIAST acquired the synchronous delivery tool LearnLinc in June 1999. LearnLinc expands the institution's instructional capability for the delivery of distance training and education that is learner-centred, and that can occur anywhere the learner prefers. A faculty training project was launched in 1999-2000 to provide necessary training for faculty and staff in the effective use of synchronous learning tools. A total of 227 people, including 34 external people from advisory boards, apprenticeship and other organizations, were introduced to synchronous delivery through this initiative.

WebCT Asynchronous Delivery. Upon review of over 80 tools for the delivery of asynchronous programming, WebCT was selected as the tool of choice.

Infrastructure Initiatives. Two new servers were acquired to host LearnLinc synchronous delivery and the website. Bandwidth was increased to accommodate increased traffic. Site Search, a cataloguing and repository system for curriculum objects, was purchased and implemented in test phase.

Technology Enhanced Learning (TEL). SIAST is a leader member of the provincial Technology Enhanced Learning (TEL) forum. This consortium proposes a province-wide, coordinated action across the entire educational sector. TEL funds along with an increase in SIAST program development funds, will help ensure sustainable and predictable funding for virtual campus activities.

1999-2000 SIAST Enrollment Figures By Campus

Campus & Level	Program Enrollment Full Time	Part Time	Total	Extension Course Registrations	Training Days	FTE
Kelsey						
Certificate/Diploma	1,501	59	1,560	10	234,490.3	1,563.0
Apprenticeship	1,325		1,325		54,417.5	363.2
Adult Basic Education	747		747		102,367.5	682.3
Extension	333	521	854	9,422	128,689.5	857.2
TOTAL	3,906	580	4,486	9,432	519,964.8	3,465.7
Kelsey Future Skills						
Credit	73	25	98	796	16,047.3	106.9
Non-Credit				371	9,844.8	65.7

Campus & Level	Program Enrollment Full Time	Part Time	Total	Extension Course Registrations	Training Days	FTE
Palliser						
Certificate/Diploma	1,547	110	1,657	4	252,681.8	1,684.3
Apprenticeship	564		564	24	21,117.9	140.5
Adult Basic Education	195	72	267		22,280.5	148.5
Extension	932	29	961	5,143	99,325.6	662.0
TOTAL	3,238	211	3,449	5,171	395,405.8	2,635.3
Palliser						
University Courses				387	5,005.7	38.5
Palliser Future Skills						
Credit	75	7	82	110	5,337.1	35.7
Non-Credit				215	14,794.2	98.6

1999-2000 SIAST Enrollment Figures By Campus

Campus & Level	Program Enrollment Full Time	Part Time	Total	Extension Course Registrations	Training Days	FTE
Wascana						
Certificate/Diploma	1,161	292	1,453	113	158,102.6	1,054.1
Apprenticeship	22		22		898.3	6.0
Adult Basic Education	806	51	857		67,147.6	447.7
Extension	276	227	503	8,663	72,073.3	480.2
TOTAL	2,265	570	2,835	8,776	298,221.8	1,988.0
Wascana Future Skills						
Credit	65	38	103	246	5,574	37.2
Non-Credit				145	20,687.7	137.9

Campus & Level	Program Enrollment Full Time	Part Time	Total	Extension Course Registrations	Training Days	FTE
Woodland						
Certificate/Diploma	785	50	835	11	103,521.4	690
Apprenticeship	237		237		9,067.0	60.5
Adult Basic Education	413	106	519		43,208.5	288.1
Extension	353	61	414	4,918	66,872	445.5
TOTAL	1,788	217	2,005	4,929	222,668.9	1,484.1
Woodland						
University Courses				1,081	19,838	152.6
Woodland Future Skills						
Credit	153	11	164	1,150	23,414.2	156.1
Non-Credit				508	16,649.7	110.9

Overview

SIAST International Services is responsible for marketing SIAST's services to international clients, managing international human resource development contracts and fostering an international consciousness within SIAST and Saskatchewan communities.

As a result of International Services' Strategy developed in 1998-1999, SIAST focuses on key areas of institutional strengths and supports Saskatchewan and Canadian trade and exports. As part of this strategy, more collaborative relationships were established between International Services and academic areas. Furthermore, admission and tuition rates for international students were standardized in an effort to respond to the growing international demand for SIAST programs while not mitigating access for Saskatchewan and Canadian students. The unit helped to improve the learning environment at SIAST primarily through the development of international work or study related placements for students and staff. Also, as an extension of SIAST's responsiveness to local employers needs, International Services also coordinated efforts to provide critical training services to support Saskatchewan and Canadian trade and exports.

Priorities and New Initiatives

Projects. In 1999-2000, SIAST implemented three projects under the Canadian College Partnership Program (CCPP), which is funded by the Canadian International Development Agency (CIDA) and administered by the Association of Canadian Community Colleges (ACCC). These projects included the Rural Health Worker Development Project in Nepal, the Technical Education Reform Project in Malawi, and the Supporting Environmental Education Project in Kenya.

SIAST assisted in the implementation of the Hungary Technical Vocational Training System Reform Project funded by CIDA, as well as the Hungary Youth Training Project funded by the Government of Hungary and the World Bank. In addition, International Services began implementation of the Learning Material Centre for the Indian Society for Technical Education as part of a Swiss Development Corporation-funded project.

International Services began implementation of the CIDA-funded Training for Employment Project to improve vocational and business skills in the Kyrgyz Republic. The skills learned by project graduates will help support the Saskatchewan-based Cameco Corporation in its joint venture gold mining operations.

Youth International Internships. As part of the Youth International Internship Project funded by Human Resources Development Canada (HRDC), 16 SIAST and other Saskatchewan post-secondary graduates participated in six-month training-related work placements with Saskatchewan businesses and SIAST partners overseas. The project provided invaluable international experience for the graduates while supporting Saskatchewan businesses' international export operations.

Overseas Training. During 1999-2000, approximately 50 faculty and students participated in overseas programs, receiving valuable international work experience and delivering training to hundreds of faculty at partner overseas institutions. Training was also provided at SIAST for visiting international faculty.

student affairs

Overview

Student Affairs and Services collaborates with students, faculty, staff, programs and the community to develop and provide a broad array of services. Student Affairs and Services fosters individual growth, development and success of students. Student Affairs and Services creates a support network ranging from individual assistance for persons with disabilities to group interventions.

Priorities and New Initiatives

Recruitment Model and Strategy. Student Recruitment focused primarily on determining its responsibilities and the resources required to effectively respond to internal and external requests.

Student Recruitment responded to every request for information or participation it received in 1999-2000 by way of presentation, materials and/or displays. Department representatives travelled the province to Uranium City for the Athabasca Flying Career Symposium, to Estevan for the Regional Colleges Conference, to Lloydminster for an inter-provincial career fair, and to Flin Flon for the Northern Run among other locations.

Establishment of Standards for Service Delivery. Counselling, Student Employment Services, Registrars, New Student Advisors, Recreation and Wellness, Health Services Nurses, Learning Assistance Centre program heads and Education Equity advisors began the process of establishing new standards of services.

Improvement of Communication. Regular video conference meetings were held bi-weekly with Registrars, Program Heads, Recruitment Liaison and Education Equity staff. These meetings significantly improved divisional communications.

In an effort to address communication challenges, a set of meetings were arranged with the four student associations to discuss better communications and to establish a list of common expectations. From these meetings a draft protocol on communications was developed. The draft will receive further discussion in Fall 2000.

Establishment of a "Best Practice" Culture. Flowing out of the regular bi-weekly meetings was a decision to hold a full day retreat on internal communication. The workshop, which was held in June 2000, looked at ways to improve the lines of communication between Student Affairs and Services, other divisions and senior administration.

Incorporation of Technology into Service Delivery. A strategic capital replacement and development plan will help improve the availability of up-to-date technology, as well as communications for staff.

Predictors and Contributors of Student Success. During the year, an initiative to identify the contributors to student success was identified by the Deans' Council. A task team was subsequently established to identify key factors contributing to the retention of SIAST students. An enrollment model based on the task team's findings has begun development. Further discussion of the model will continue in the 2000-2001 academic year.

human resources

Overview

Human Resources strives to develop and implement efficient and cost-effective tools and services to assist managers in understanding a variety of personnel policies and procedures.

As a new decade emerges, SIAST is faced with new challenges. Amongst these are an aging workforce and technology integration. At this point in SIAST's history, revitalization of its human resources is required. Particularly, areas such as career pathing, succession planning and pre-retirement planning need to be addressed.

In recognition of this, a comprehensive Human Resource Development Plan was drafted to provide clarity and coordination for human resource development activities including appropriate learning and development opportunities necessary to meet individual, work unit and institute needs in alignment with organizational priorities

Achievements

- Introduction of SIAST job opportunities link on SIAST web-site.
- Introduction of Web for Employees.
- Recruitment of Human Resource Advisor responsible for Employee Development and Planning.
- Development of manuals to aid managers and supervisors in the area of labour relations.
- Implementation of extended health benefits plan.
- Development and adoption of revised operating guidelines for the Anti-harassment Policy.
- Development and adoption of a Violence in the Workplace Policy.
- Development of an Employment Equity Plan.
- Signing of a Representative Workforce Agreement with Intergovernmental and Aboriginal Affairs.

SIAST Full-Time Equivalent (FTE) Totals (Based on Actual FTE)

July 1, 1998 to June 30, 1999 and July 1, 1999 to June 30, 2000

	Out of Scope		Academic		Admin. Support		Totals	
	1998-99	1999-00	1998-99	1999-00	1998-99	1999-00	1998-99	1999-00
Kelsey	12.11	13.25	298.01	301.57	115.69	119.21	425.81	434.03
Palliser	12.68	12.34	225.74	220.50	81.87	81.69	320.29	314.53
Wascana	12.76	12.68	212.88	218.68	123.56	126.95	349.20	358.31
Woodland	8.72	8.95	161.32	156.00	85.43	85.13	255.47	250.08
Administrative Offices	24.12	26.68	1.04	1.03	34.78	33.21	59.94	60.92
TOTALS	70.3	73.90	898.99	897.78	441.33	446.19	1,410.71	1,417.87

Management Report

The Financial Statements have been prepared by management in accordance with generally accepted accounting principles. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Financial Statements are not precise since they include certain amounts based on estimates and judgments. Management has ensured that the Financial Statements are presented fairly in all material respects. The financial information presented elsewhere in the Annual Report is consistent with that in the Financial Statements.

Management maintains a system of internal accounting and administrative controls to provide reasonable assurance that the financial information is relevant, reliable and accurate and that assets are appropriately accounted for and adequately safeguarded.

The Board of Directors of SIAST is responsible for reviewing and approving the Financial Statements and, primarily through its Audit Committee, ensures management fulfills its responsibilities for financial reporting.

The Audit Committee is appointed by the Board and is composed of directors who are not employees of SIAST. The Audit Committee meets periodically with management and with external auditors to discuss internal controls, auditing matters and financial and reporting issues to satisfy itself that each party is properly discharging its responsibilities. The Audit Committee reviews the Financial Statements and the external auditors' report and also considers, for approval by the Board, the engagement or reappointment of the external auditors. The Audit Committee reports its findings to the Board for its consideration when approving the Financial Statements for issuance.

The Financial Statements have been audited by KPMG LLP and the Provincial Auditor of Saskatchewan in accordance with generally accepted auditing standards. KPMG LLP and the Provincial Auditor of Saskatchewan have full and free access to the Audit Committee.

Art Knight
President

Rand B. Smale C.A.
Chief Financial Officer
August 18, 2000

Fundamental structural changes in Saskatchewan's labour force are reflected in the new economy, characterized by rapid technological change and knowledge intensive activities. Technical and organizational changes are contributing to an increased demand for technical and general employability skills. There is every indication that Saskatchewan's labour force reflects the changes in required skill levels evident in the Canadian workforce. In the year 2000 almost 60% of the workforce will require some form of technical or trades related post-secondary education. The demand for management training is increasing while the demand for university educated employees remains flat and employment opportunities for employees with grade 12 or less is shrinking. According to the draft "Pan-Canadian Education Indicators" report, Saskatchewan has one of the lowest levels of university and other post-secondary educated labour force in the four Western provinces. Based upon those statistics, it is anticipated that SIAST will be expected to play a major role in improving the education and training of Saskatchewan's workforce.

Saskatchewan has a larger percentage of rural population than that of the other Western provinces (38% in Saskatchewan, 30% in Manitoba and 20% in Alberta). Consequently the demand for programs in the rural and northern areas of the province will remain high during the planning period. The need for distributed learning will expand with the increase in Aboriginal populations in the province. In addition, SIAST will be competing with private trainers and neighboring provincial institutions in the recruitment of potential Saskatchewan students.

In summary, SIAST can look forward to a challenging and competitive post-secondary environment which links accountability to outcomes. SIAST's success will be determined by: the excellence of its programs; its flexibility in training delivery; its innovative use of technology to increase responsiveness and accessibility at provincial, national and international levels; the delivery of instruction in a multi-modal fashion; and its ability to develop partnerships and linkages.

Financial Performance

(in thousands of dollars)

	2000 Actual	1999 Actual
Key Financial Results		
Excess of revenue over expenditures	**$ 3,194**	$ 1,473
Grants	**76,409**	73,223
Contractual services	**21,613**	24,964
Tuition and fees	**14,902**	13,114
Salaries and benefits	**76,026**	75,287
Facilities rental	**14,958**	15,214
Material and supplies	**9,800**	9,777
Services	**7,847**	8,354
Unrestricted net assets	**5,122**	3,827

- Excess of revenue over expenditures of $3,194 was a 116.8 percent increase
- Grants increased by $3,186 or 4.4 percent
- Contractual revenue decreased by $3,351 or 13.4 percent
- Tuition and fees increased by $1,788 or 13.6 percent
- Unrestricted net assets increased by $1,295 or 33.8 percent

Grants revenue increased as a result of an increase in the Operating Grant to cover the cost of wage increases resulting from the collective agreement and additional funding for increasing the enrollment of the Nursing program.

The decrease in **Contractual services** revenue was caused by a reduction in Federally funded training programs, reduced training requirements for other educational institutions and regional colleges and less private industry training.

Tuition and fees revenue increased because of the 9.1 percent increase in tuition fees, the larger enrollment in the Nursing program, more tuition based Extension offerings and the enrollment in new programs.

The increase in **Unrestricted Net Assets** provides flexibility for dealing with future program and capital requirements.

Performance Against Plan

(in thousands of dollars)

	2000 Plan	2000 Actual	2001 Plan
Financial Data			
Excess of Revenue Over Expenditures	$ 0	$ 3,194	$ 0
Grants	75,319	76,409	74,583
Contractual revenues	22,725	21,613	27,906
Tuition and fees	14,312	14,902	15,922
Salaries and benefits	77,082	76,026	80,693
Facilities rental	16,545	14,958	15,452
Material and supplies	9,113	9,800	10,399
Services	7,895	7,847	8,543

Fiscal 2000 was a very successful year with the Excess of revenues over expenditures being at the highest level in the last five years and significantly in excess of plan. The Operating Grant exceeded plan as a result of funding to cover the increase in the Nursing enrollment and the increased salary costs from the collective agreement with the employees. The Facilities Grant was reduced as the programs moved into the new Wascana campus and the old facilities were no longer required. The reduction of the Facilities Grant is offset by the reduction of facility rental charged. Although some programs had contractual revenues below plan, this was offset by others that exceeded plan. The main reason for the short-fall in Contractual revenues was a decrease in the amount of training for Skills Initiatives and EI (Employment Insurance) recipients. Tuition and fees exceeded plan mainly because of the increased enrollment in Nursing.

Salaries and benefits were lower than plan as a result of position vacancies and the lower than expected level of Skills Initiative and EI training. Materials and supplies exceeded plan because the method used in developing the plan understated the requirements. The plan for fiscal 2001 was developed using a different method which should result in a more accurate plan.

Outlook 2000 - 2001

Fiscal 2001 will be a very exciting year. The Operating Grant has been increased by $4.5 million which represents the first significant increase, other than increases to cover collective agreement salary increases, that the organization has received in the last 10 years.

In addition to allowing for the continuation of the increased enrollment in Nursing, new programs will be introduced in the areas of Forestry Technology, Geographic Information Systems/Global Positioning Systems, Medical Diagnostics and Tourism Management. New cost recovery programs for agriculture and commercial pilots training will also be introduced.

Additional funding has also been allocated to program equipment capital renewal, program development and the Virtual Campus initiative.

Emphasis on the standardizing and coring of courses offered at different campuses will be continued. A number of initiatives will also be undertaken to increase the effectiveness of prior learning assessment and recognition.

Initiatives will also be undertaken to increase the service and efficiency of the administration support areas.

Risk Management

SIAST faces a number of risks in conducting its operations as a post secondary educational institution. These risks are in the areas of reputation, human resources, technology, financial and competition. SIAST monitors these risks and implements initiatives to manage its exposure.

Reputation

In order to achieve its objectives, SIAST must be recognized by students, employers and the public to be a provider of high quality relevant training and education in an environment that is administratively efficient and effective. SIAST regularly solicits information on the quality of its programs through the annual Graduate Survey, Program Advisory Councils, membership in industry groups and through program accreditation reviews. In addition, program standardization and coring are ongoing to ensure the same program offered at all campuses is identical and of high quality.

Human Resources

SIAST's goals and objectives are achieved through the people it employs and the application of their particular knowledge and skills in the delivery and administration of training and education services. People represent a significant resource of the organization. SIAST's ability to achieve its goals and objectives is dependant upon the maintenance a high quality of staff. SIAST realizes that a large number of its staff will be retiring in the next five years. Strategies are in place or being developed to ensure that qualified new personnel are recruited on a timely basis and that retirements occur in a orderly manner without disrupting student education. Also, the knowledge required by instructors is changing quickly in many areas and SIAST is making provision to hire new people with the appropriate skills or to retrain existing staff. The standardization and control over course development will also ensure SIAST is not exposed to the risk of an instructor taking a course material when they leave.

Technology

The use of technology is pervasive throughout the organization and there is a high level of reliance placed upon it. SIAST has recognized the reliance on key systems and has purchased equipment and software to ensure maximum availability of these systems. Significant capital expenditures have been made in the past year to update SIAST's computers and future plans call for a significant investment to be made each year.

Financial

SIAST is dependent upon public funding for a significant portion of its revenues and as a result is exposed to the risk of the reduction of funding or funding not keeping pace with the costs of delivering training. SIAST decides how to allocate funding and this creates the risk that the public and Government will not agree with the allocation. SIAST has taken several actions to reduce these risks. It works closely with the Department of Post Secondary Education to determine the department's goals and advise the department how SIAST's activities are working toward the achievement of these goals. The Program Advisory Councils are also a valuable source of information on whether SIAST programs are meeting public expectations. A marketing campaign has been developed for use during 2001 that will inform the public of the valuable role of SIAST in the delivery of post secondary education.

Competition

Other public and private institutions, from within and beyond the provincial borders, are competing for a smaller number of potential students. SIAST is counter-acting this competition by keeping its training relevant to the work place, making sure its course are price competitive and expanding the delivery options to ensure the training is convenient for the student. In addition, the Virtual Campus initiative will expand the potential student base and could result in an increase in enrollment in some areas.

Auditors' Report

To the members of the Legislative Assembly of Saskatchewan

We have audited the statement of financial position of Saskatchewan Institute of Applied Science and Technology as at June 30, 2000 and the statements of operations, changes in net assets and cash flows for the year then ended. The Institute is responsible for preparing these financial statements for Treasury Board's approval. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Institute as at June 30, 2000 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Chartered Accountants

KPMG LLP

Saskatoon, Saskatchewan

August 18, 2000

Acting Provincial Auditor

Regina, Saskatchewan

August 18, 2000

Statement of Financial Position

June 30, 2000 with comparative figures for 1999

(in thousands of dollars)

	2000	1999
Assets		
Current assets:		
Cash and short-term investments (note 3)	$ 14,969	$ 17,985
Accounts receivable (note 4)	6,702	4,919
Inventories (note 5)	1,928	1,360
Prepaid expenses	211	318
	23,810	24,582
Capital assets (note 6)	18,364	15,843
	$ 42,174	$ 40,425
Liabilities and Net Assets		
Current liabilities:		
Accounts payable and accrued liabilities	$ 5,843	$ 3,990
Salaries and benefits payable	6,906	6,355
Unearned revenue (note 7)	2,941	8,782
Deferred grants (note 9)	1,726	778
Current portion of obligation under capital leases (note 8)	77	194
	17,493	20,099
Obligation under capital leases (note 8)	177	213
Deferred grants related to capital assets (note 10)	8,543	7,346
	26,213	27,658
Net Assets		
Net assets invested in capital assets	9,567	8,091
Operating net assets:		
Unrestricted	5,122	3,827
Internally restricted (note 11)	1,272	849
	15,961	12,767
Commitments (note 12)		
	$ 42,174	$ 40,425

See accompanying notes to financial statements.

On behalf of the Board:

Paul J. Dudgeon Director

Director

Statement of Operations

Year ended June 30, 2000 with comparative figures for 1999

(in thousands of dollars)

	2000 Budget	2000 Actual	1999 Actual
Revenue:			
Grants	$ 75,319	$ 76,409	$ 73,223
Contractual services	22,725	21,613	24,964
Tuition and fees	14,312	14,902	13,114
Sales	5,867	6,161	6,529
Amortization of deferred capital grants	1,281	1,096	1,102
Interest	720	1,005	820
Rentals	45	237	212
Donations	34	267	111
	120,303	121,690	120,075
Expenditures:			
Salaries and benefits	77,082	76,026	75,287
Facilities rental	16,545	14,958	15,214
Materials and supplies	9,113	9,800	9,777
Services	7,895	7,847	8,354
Amortization	4,397	4,519	4,467
Travel	2,848	3,125	3,094
Equipment rental and repairs	2,210	1,988	2,189
Scholarships and donations	213	233	220
	120,303	118,496	118,602
Excess of revenue over expenditures	$ –	$ 3,194	$ 1,473

See accompanying notes to financial statements.

Statement of Changes in Net Assets

Year ended June 30, 2000 with comparative figures for 1999

(in thousands of dollars)

	Invested in Capital Assets	Unrestricted	Internally Restricted	2000 Total	1999 Total
Balance, beginning of year	$ 8,091	$ 3,827	$ 849	$ 12,767	$ 11,294
Excess (deficiency) of revenue over expenditures	(3,357)	6,551	–	3,194	1,473
Investment in capital assets	4,833	(4,833)	–	–	–
Internally imposed restrictions (note 11)	–	(423)	423	–	–
Balance, end of year	$ 9,567	$ 5,122	$ 1,272	$ 15,961	$ 12,767

See accompanying notes to financial statements.

Statement of Cash Flows

Year ended June 30, 2000 with comparative figures for 1999

(in thousands of dollars)

	2000	1999
Cash from operating activities		
Excess of revenue over expenditures	$ 3,194	$ 1,473
Amortization of capital assets	4,519	4,467
Amortization of deferred capital grants	(1,096)	(1,102)
Change in non-cash working capital (note 13)	(4,733)	4,115
Gain on sale of capital assets	(67)	(480)
Cash generated from operating activities	1,817	8,473
Financing and investing activities		
Grants for purchase of capital assets	2,293	1,315
Repayments of obligation under capital leases	(153)	(300)
Increase in obligation under capital leases	–	221
Proceeds from sale of capital assets	183	550
Purchase of capital assets	(7,156)	(4,420)
Net cash used in financing and investing activities	(4,833)	(2,634)
Net (decrease) increase in cash and short-term investments	(3,016)	5,839
Cash and short-term investments, beginning of year	17,985	12,146
Cash and short-term investments, end of year	$ 14,969	$ 17,985

See accompanying notes to financial statements.

Notes to Financial Statements

Year ended June 30, 2000

1. Statutory authority:

Saskatchewan Institute of Applied Science and Technology (SIAST) was established as a public educational corporation by the Legislative Assembly of Saskatchewan under The Institute Act and is continued under The Saskatchewan Institute of Applied Science and Technology Act.

2. Significant accounting policies:

These financial statements have been prepared in accordance with Canadian generally accepted accounting principles, and include the following significant accounting policies:

(a) Revenue recognition:

SIAST follows the deferral method of accounting for grants. Grants for expenditures of future periods are deferred and recognized as revenue in the year in which the related expenditure is incurred. Grants for capital assets are deferred and recognized as revenue on the same basis as the acquired capital assets are amortized.

Revenue from contractual services is recognized as the service is delivered. Revenue from tuition and fees is recognized as the course instruction is delivered.

(b) Inventories:

Inventories consist of merchandise and supplies held for resale and are valued at the lower of cost and net realizable value. Administrative and program supplies and library periodicals are not inventoried.

(c) Capital assets:

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Amortization is charged to operations on the straight line basis over the following estimated useful lives of the assets:

Asset	Period
Industrial and heavy equipment	10 years
Furniture	10 years
Office equipment, specialized equipment and library	5 years
Vehicles	8 years
Leasehold improvements:	
SPMC owned properties	15 years
Other properties	Lease term
Computer equipment	3 years

(d) Use of estimates:

The preparation of financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions regarding the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenditures for the year. Actual amounts may differ from these estimates.

3. Cash and short-term investments:

(in thousands of dollars)

	2000	1999
Cash	$ 1,347	$ 1,053
Short-term investments	13,622	16,932
	$ 14,969	$ 17,985

The investment in short-term investments is stated at cost which approximates market value.

4. Accounts receivable:

(in thousands of dollars)

	2000	1999
Tuition fees	$ 100	$ 107
Programs delivered	2,253	1,511
Federal government	806	750
Provincial government - General Revenue Fund	3,051	1,856
Other	492	695
	$ 6,702	$ 4,919

5. Inventories:

(in thousands of dollars)

	2000	1999
Bookstores	$ 1,799	$ 1,244
Food services	76	55
Shop and service supplies	53	61
	$ 1,928	$ 1,360

6. Capital assets:

(in thousands of dollars)

			2000	1999
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Vehicles and equipment	$ 65,531	$ 53,968	$ 11,563	$ 10,559
Leasehold improvements	8,679	1,878	6,801	5,284
	$ 74,210	$ 55,846	$ 18,364	$ 15,843

7. Unearned revenue:

(in thousands of dollars)

	2000	1999
Tuition and fees	$ 847	$ 866
Contractual services	1,093	726
Grants - operations and rent	495	7,143
Other	506	47
	$ 2,941	$ 8,782

8. Obligation under capital leases:

(in thousands of dollars)

	2000	1999
Obligation under capital leases, beginning of year	$ 407	$ 486
Additions during the year	–	221
Repayments during the year	(153)	(300)
Obligation under capital leases, end of year	254	407
Less current portion	77	194
Long-term obligation under capital leases	$ 177	$ 213

Minimum lease payments under the capital leases are as follows:

2001	$ 93
2002	106
2003	45
2004	35
2005	63
Total minimum lease payments	342
Less amount representing future interest	88
Net obligation under capital leases	$ 254

Interest rates on the leases range from 8.0% to 11.5%. Interest expensed during the year amounted to $36 (1999 - $39).

9. Deferred grants:

(in thousands of dollars)

	Skills Training	Capital Assets	2000 Total	1999 Total
Beginning balance	$ 778	$ –	$ 778	$ 1,013
Amount received	2,548	270	2,818	2,018
Recognized as revenue in the year	(1,870)	–	(1,870)	(2,253)
Ending balance	$ 1,456	$ 270	$ 1,726	$ 778

Skills Training deferred grants represent unspent grants which are restricted to the Skills Training programs. Under these programs, the Department of Post-Secondary Education and Skills Training provides funding to enable SIAST to respond regionally to emerging skills shortages. Capital assets represents unspent grants for capital assets.

10. Deferred grants related to capital assets:

(in thousands of dollars)

	2000	1999
Beginning balance	$ 7,346	$ 7,133
Amortization	(1,096)	(1,102)
Assets purchased	2,293	1,315
Ending balance	$ 8,543	$ 7,346

Deferred grants relating to capital assets represent the unamortized portion of grant amounts expended for capital assets.

Year ended June 30, 2000

11. Internally restricted net assets:

(in thousands of dollars)

	Equipment Renewal	Strategic Initiatives	2000 Total	1999 Total
Beginning balance	$ 623	$ 226	$ 849	$ 420
Current expenditures	(623)	–	(623)	(194)
Current restrictions	1,046	–	1,046	623
Ending balance	$ 1,046	$ 226	$ 1,272	$ 849

Budgeted figures exclude expenditures which were funded out of internally restricted net assets. Current year expenditures funded out of internally restricted net assets are $623 (1999 - $194). $1,046 (1999 - $623) has been transferred from unrestricted to internally restricted net assets to fund future expenditures.

12. Commitments:

SIAST has a number of operating lease commitments pertaining to land and buildings and equipment. The majority of land and buildings are leased on a continuing basis from the Saskatchewan Property Management Corporation (SPMC). The remaining land and buildings as well as the equipment are leased from various private lessors.

A summary of the future minimum operating lease commitments over the next five years is as follows:

(in thousands of dollars)

	Land and Buildings		Equipment	Total
	SPMC	Other Lessor	Other Lessor	
2001	$ 14,134	$ 928	$ 1,043	$16,105
2002	14,134	541	205	14,880
2003	14,134	–	–	14,134
2004	14,134	–	–	14,134
2005	14,134	–	–	14,134

SIAST is committed to providing annual funding toward professional development activities of in-scope academic and administrative support employees. The commitment for fiscal 2001 will be determined by a new collective agreement which is currently under negotiation, and will be effective July 1, 2000. The commitment for fiscal 2000 was $482,677.

13. Change in non-cash working capital:

(in thousands of dollars)

	2000	1999
Accounts receivable	$ (1,783)	$ 1,271
Inventories	(568)	(106)
Prepaid expenses	107	1
Accounts payable and accrued liabilities	1,853	(2,646)
Salaries and benefits payable	551	(39)
Unearned revenue	(5,841)	5,869
Deferred grants	948	(235)
	$ (4,733)	$ 4,115

14. Financial assets and liabilities:

Cash and short-term investments, accounts receivable, accounts payable and accrued liabilities and salaries and benefits payable are all short-term in nature and as such their carrying value approximates fair value.

15. Related parties (in thousands of dollars):

Included in the financial statements are revenue and expenditure amounts resulting from routine transactions conducted at prevailing market prices with various Saskatchewan Crown-controlled departments, agencies and corporations with which SIAST is related. Account balances resulting from these transactions are included in the balance sheet and settled on normal trade terms. Other transactions with related parties are disclosed elsewhere in these statements.

During the year SIAST received revenue from the General Revenue Fund of the Province of Saskatchewan for operations and rent in the amount of $76,297 (1999 - $73,065). The Department of Post-Secondary Education and Skills Training through the General Revenue Fund also funds training on a contractual basis. During the year, $13,473 (1999 - $13,753) was received for these contractual programs.

SIAST also received revenue for contractual services from the Province of Saskatchewan regional colleges for $3,393 (1999 - $3,883). SIAST made payments to regional colleges totaling $302 (1999 - $752).

Included in facilities rental is $13,498 (1998 - $13,822) paid to SPMC for rent. These transactions are recorded at rates set by SPMC.

Included in services expenditures is $1,952 (1999 - $2,002) paid to SaskTel for communication services. These transactions are recorded at rates set by SaskTel.

The short-term investments set out in note 3 are held by the Department of Finance as custodian.

SIAST employees participate in various defined benefit and money purchase type pension plans. The majority of these are managed and administered by the Department of Finance. Employer grants for money purchase plans are included in expenditures in these financial statements. Employer obligations associated with the defined benefit pension plans are the responsibility of the General Revenue Fund of the Province of Saskatchewan.

Payments to other related agencies included: Public Employees Pension Plan $5,236 (1999 - $4,676), Public Service Superannuation Plan $379 (1999 - $445), Public Employees Dental Plan $635 (1999 - $619) and the Workers Compensation Board of Saskatchewan $260 (1999 - $296).

The Kelsey Foundation Inc. is a not-for-profit organization which operates to offer financial support to the students of SIAST Kelsey Campus. Funds solicited by the Foundation are used to provide scholarships directly to students and for equipment donated to SIAST Kelsey Campus for use in program delivery. For the Foundation's fiscal year ended December 31, 1999 donations in kind to SIAST Kelsey Campus were $360 (1998 - $559).

16. Expenditures by function:

Following is a summary of expenditures by function:

(in thousands of dollars)

	2000	1999
Programs	$ 72,743	$ 72,641
Facilities	15,317	15,774
Administration	16,348	16,322
Student services	8,496	8,435
Ancillary	5,592	5,430
	$ 118,496	$ 118,602